**Unit Plan Outline**

1. Eighteenth and Nineteenth Century Native American History
2. Ninth grade American History
3. Thirteen days
4. The objective of this unit is to get a more real sense of what happened to the Native American Indians since the insurgence of the European White settlers. We will be using Dee Browns: Bury My Heart at Wounded Knee as text.

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| M  Introduction to Native American history Dee Browns book ” Bury My Heart at Wounded Knee”.  Chapter one. Use DEJ’s  Distribute word find including names from readings | Tu  Finish chapter one. Use DEJ’s  Review | W  Quiz chapter one.  Start Chapter two. Use DEJ’s | Th  Continue Chapter two. Use DEJ’s | F  Finish Chapter two. Divide into groups select topic from choices provided |
| M  Group work requirements stated. Chapter 13 round robin read aloud | Tu  Test using DEJ  Continue Chapter 13 | W  Quiz Chapter 13  Group work | Th  Quiz chapter 15  Group work | F  Oral DEJ group project |

1. This unit will cover the topic of the American Indian more from the view of the Native American than what has been presented in the past from the white mans view as the one who was the winner.
2. Unit Assessment
   1. Students will be assigned readings in class through a round robin style oral read out loud.
   2. Students will be assigned reading homework with accompanying double entry journals (DEJ’s) to be kept and reviewed for assessment of reading and understanding of the material. These journals will be assessed daily by teacher through individual or group discussion.
   3. Teacher lead reading will be utilized to test understanding of the material if presented orally through review of the DEJ’s
   4. Students will be assigned a group project with an oral presentation at the end to evaluate their ability to cooperate, contribute and work as a team to present a successful product (DEJ).
   5. Students will be given a traditional style assessment at three different points during the unit. Two quizzes and a final test to cover the entire unit.
3. A group assignment to be orally presented at the end of the unit having the students present to the class the information they have found through their readings. I will have a supplemental assortment of books on the topic for students to check out. At the end of the unit I have a documentary movie to better put into prospective the plight of the Native American Indian.
4. Bibliography of resources

A&E Television Network, (Director), (2004), *Native American Wars: The Apache* [Motion Picture]. This movie has historic reenactments of a couple of key battles between the Apache and the U.S. Army. It also interviews the great grandson of Geronimo.

Achuleta, Margaret L., Brenda J. Child, and Tsianina K. Lomawaima, eds. *Away From Home: American Indian Boarding School Experiences 1879 - 2000l Experiences*. Phoenix: Heard Museum, 2004. A pictorial presentation of the history of the of reservation boarding schools that native Americans were sent to during the 19th century for assimilation into the white culture in modern America, Fry number 8 - 9

Armstrong, Nancy M., and Paulette Livers Lambert. *Navajo Long Walk*. New York: Scholastic, 1996. Navajo Indian forced march by the U.S. Calvary from their homes to territories 300 miles away. Once there they spent four years in an Indian internment. Ninth grade level Lexile number 700

Anderson, Lars. *Carlisle vs. Army: Jim Thorpe, Dwight Eisenhower, Pop Warner, and the Forgotten Story of Football's Greatest Battle*. New York: Random House, 2007. Recounts the fateful 1912 gridiron clash that pitted one of America's finest athletes, Jim Thorpe, against the man who would become one of the nation's greatest heroes, Dwight D. Eisenhower. The story begins with the massacre of the Sioux by the U.S. Army at Wounded Knee in 1890, then moves to rural Pennsylvania and the Carlisle Indian School, an institution designed to "elevate" Indians by uprooting their youths and immersing them in the white man's ways including football. This is an oversized letter font for the reading impaired. Fry number 7

Boraas, Tracey. *The Powhatan: A Confederacy of Native American Tribes*. Mankato:Bridgestone, 2003. American Indian Nations.This book is part of a series that goes into detail of the lives of the Tribes discussed. The series has pictures and details to the life style of the tribe. The series has an appeal to 7th, 8th, and 9th graders. Fry number 6

Broneman, Walter R.. *The French & Indian War: Deciding The Fate of North America*. First ed. New York: Harper Collins, 2006. This book talks about the significance of the French and Indian War on the evelopment of North America and the role that the Indians played. Fry number 7.8

Brown, Dee Alexander. *Bury My Heart at Wounded Knee: an Indian History of the American West*. New York: H. Holt, 2001. A documented account of the systematic removal of the Native American Indians on the north American continent by the European white invasion. A seventh to ninth grade level book containing several short stories ranging from sixteen to forty pages in length. The shorter stories can be utilized for the readers at seventh and eighth grade reading levels. Fry number 8.1

Hoxie, Frederick E. *Indians in American History: an Introduction*. Arlington Heights, IL: Harlan Davidson, 1988. This book contains information on important Native Indians in chronological order throughout history of the new world. One of a variety of books to be used as selections for reading during this historical lesson. Solid reasder for an eighth grader. Lexile number 600

*In the White Mans Image*. Prod. Christine Lesiac. Dir. Mathew L. Jones. Educational Foundation, 1992. DVD. A film depiction of American Indian [boarding schools](http://easybib.com/cite/view/list/3cbb73899a45da32ad65637a41a76c22) in the 19th century. The DVD contains graphic depictions but not graphic pictorials. Good filler contains information tying to books and topic of federal programs.

Jenkins, Sally. *The Real All Americans: the Team That Changed a Game, a People, a Nation*. New York: Doubleday, 2007. This book tells the story of the Carlisle Boarding School football team and the way it changed the view of people toward Native Americans. Fry number 7

Jensen, Richard E., R. Eli Paul, and John Carter. *Eyewitness at Wounded Knee*. Lincoln: University of Nebraska, 1991. Pictorial book on the record of the happenings at Wounded Knee. Some of the pictures are graphic depictions. Fry number 8.7 but it has many pictures. Illustrations fit into topic and lesson

Kalman, Bobbie, and Molly Aloian. *Famous Native North Americans*. New York: Crabtree Pub., 2004. Picture book on a seventh through eighth Grade level has a lot of information at a very basic level. Lexile number 1060.A very good book for graphical reinforcement.

Kelly, Lawrence C. *Federal Indian Policy*. New York: Chelsea House, 1990. This book goes into detail about the treatment of the Native Indians of North America by the federal government and its policies. Fry number 8.5

Thompson, and Stephen J. Spignesi. *Native American History for Dummies*. Hoboken,NJ: Wiley Pub., 2008. This is part of a series that goes into detail on a very basic basis for those that want a lot of information in non-technical turns. Written opn a solid seventh grade level. Lexile number 700

Marshall, Joseph. *The Journey of Crazy Horse: a Lakota History*. New York: Viking, 2004 Audio CD Book. This is a non-fiction book on the Life of the Sioux Chief known as Crazy Horse and his dealings with the U.S. Government and its Army. This is an audio book based on the hard cover book of the same name written on an eighth grade level perfect utilization for the sight impaired. Lexile number

McMurtry, Larry. *Crazy Horse*. New York: Viking, 1999. This is a non-fiction book on the Life of the Sioux Chief known as Crazy Horse and his dealings with the U.S. Government and its Army. Fry number 10 Only for advanced readers in the class.

Murdoch, David Hamilton, and Lynton Gardiner. *North American Indian*. London: DK, 2005. Pictorial that describes the various cultures in North America such as art, weapons and dress. Fry number 8.5 but has a lot of pictorials that makes the reading easier. This book is good visual aid for lessons.

Riehecky, Janet. *The Wampanoag: The People of the First Light*. Mankato: Bridgestone, 2003. American Indian Nations. This is a seventh through ninth grade book about the American Indian Wampanoag Tribe. Their culture is described including detailed pictures of their housing, food, clothes and their current status. Fry number 6

Stefoff, Rebecca. *Tecumseh and the Shawnee Confederation*. New York, NY: Facts On File, 1998. An in-depth look at a very important Chief who stood against great odds and in the opinion of many historians one of the greatest military tacticians of his time. He had the potential to turn the tide of the white invasion had his plans not been foiled by his brother. Written on a solid 9th grade level. Lexile number 770

Williams, Jeanne. *Trails of Tears: American Indians Driven from Their Lands*. Dallas, TX: Hendrick-Long Pub., 1992. True stories of the hardships bestowed on the Native Americans as their lands were [seized](http://easybib.com/cite/view) and their forced march to the west out of their home lands. Lexile number 630 solid eighth grade material use for mid grade readers in lesson.

1. See attached.

Native American History Unit Lesson Plan

1. This lesson on the history of the Native American Indian will broaden the knowledge base of the students as to the plight of the Native American throughout history since the introduction of the white Europeans to this country. This unit will introduce new vocabulary and non-typical names that will test their ability to decipher other languages to minor extent. This lesson utilizes a more traditional teaching style while giving the students a choice in topic selection during group work.

Through oral and independent reading the student will gain new information that previously may not have been available through the traditional text books on the topic. Double entry journals will be kept by the students covering the material with in depth discussions over the material to insure a knowledgeable understanding.

1. Goals and Objectives
2. This unit will increase the student’s vocabulary, test retention of material introduced, increase public speaking skills and increase social skills through group work.
3. The students through reading the unit material will gain a better and more diverse knowledge of interactions throughout American history between the European immigrants and the native Indians. New vocabulary will be introduced with some Native American Indian names also added to their vocabulary. Group work will be introduced with an oral presentation at the end to help with public speaking and research techniques and social interaction skills. My hopes in this unit is for the students to gain a mastery of looking at the facts based on prior knowledge of myth , legend and fact comparing that knowledge to the newly gained knowledge and deciding through research the difference. This unit will also bring to light the slant put on “historical facts” based on who wrote the history.
4. Ohio Department of Education Content Standards
5. Social Studies

a. Analyze the influence of different cultural perspectives on the actions of groups.

b. Analyze the consequences of oppression, discrimination and conflict between cultures.

c. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

2. History

a. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

3. Language Arts

a. Research

1. Evaluate the usefulness and credibility of data and sources.

2. Communicate findings, reporting on the substance

and processes orally, visually and in writing or through

multimedia.

b. Communication: Oral and Visual

1. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.

4. Reading

a. Acquisition of Vocabulary

1. Use context clues and text structures to determine the meaning of new vocabulary.

b. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies to understand grade appropriate text.

2. Demonstrate comprehension of print and electronic text by responding to questions

5. Writing Process: Pre-writing

1. Generate writing ideas through discussion with others and through printed material, and keep a list of writing ideas

2. Use a variety of sentence structures and length

3 Use paragraph form in writing including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures

3. Apply tools (e. g. rubric, checklist and feedback) to judge the quality of writing.

6. Communication: Oral and Visual

a. Apply active listening strategies (e.g., monitoring message for

clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

b. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

III. Procedure

A, B, C, d, and E

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| M  Introduction to Native American history using Dee Browns book “Bury my Heart at Wounded Knee”. Open class discussion about myths and legends and overview the titles in the book.  Approximate time 15 minutes.  Round Robin read chapter 1.  15 minutes  Discuss and Q&A. Double entry journal (DEJ) 3 entries minimum.  Word find for those finished early.  Individual help. | Tu  Open the floor for discussion and questions to clarify lesson to date.  Finish chapter 1 lesson.  20 - 25 minutes.  Open discussion forum what was learned that differed or was similar to pre- conceived ideas.  10-15 min  Write a dual entry journal minimum five items on preconceived and learned.  Quiz following day.  Word find for those finished early.  Individual help. | W  Check for any last minute issues or confusion in the material.  Short 5 question quiz using notes.  15 min.  Introduction to chapter 2 and round robin reading 25 min.  Q&A rest of period  Assign DEJ 5 entries minimum.  Word find for those finished early.  Individual help. | Th  Check DEJ and have open discussion previous days lesson 10 min.  Continue Chapter 2 instructor reads with periodic Q&A for understanding. 25 min. Finish with DEJ 5 entries minimum.  Students finish reading Chapter 2 for home work  Quiz tomorrow over Chapter 2.  Word find for those finished early.  Individual help. | F  Q&A with discussion.  Finish chapter 2 Q&A with discussion. Go over DEJ entries. 20 min. Overview of Chapter two 10 min.  5 question quiz using DEJ. 15 min.  Groups of four pick one of the choices given to do a DEJ on due next Friday this is a group project.  Word find for those finished early.  Test Chapter 1&2 Tuesday Open DEJ. |
| M  Q&A with discussion on group reading and assignment.  Group requires a minimum of 10 DEJ.’s each of what you feel are Key points.  Chapter 13 Round robin read aloud 20 minutes. DEJ and Q&A 10 minutes  Reviews for test go over DEJ’s. | Tu  Last minute Q&A to see if there are any unclear issues prior to test.  Twenty question test using DEJ. 30 minutes.  Continue Chapter 13 teacher read 10 minutes.  Start reading chapter 15 for home work and do DEJ’s  5 Question quiz using DEJ tomorrow. | W  Discuss and review DEJ’s. Q&A for chapter 13.  15 minutes.  Quiz  15 minutes.  Work on group DEJ’s  Quiz chapter 15  tomorrow | Th  Discuss chapter 15 and DEJ’s.  10 minutes.  3 question quiz using DEJ’s.  Work on assigned DEJ’ chapter project.  Individual help.  Each group give oral presentation of DEJ’s tomorrow. | F  Oral group DEJ presentations.  DEJ’ to be constructed by audience as presentations are given. Minimum of 3 per presentation.  Q&A with discussion.  Monday and Tuesday Movie “Trail of Tears” first part of class and review for test after the movie.  Test on chapters 13, 15 and presentations Wednesday using DEJ’s |

F. Lead in questions:

1. What have you learned in past history classes about the Native American Indians role in American history?

2. How do you consider the American Indian in history, a victim? A villain? Or a hero? And why?

3. Have you heard others talk about Indians or read material elsewhere about the topic.

4. Do you know the names of any of the Indian tribes / nations or famous American Indians?

5. Do you know of any places around our area that Indians had or are still living?

6. Has anyone in the class met a real American Indian?

7. Are there any reservations or Indian owned lands in Ohio?

8. Have any of you heard of or gone to see Blue Jacket in Xenia or Tecumseh by Washington Courthouse?

9. Has anyone been to Fort Ancient or know its significance?

10. Who was Geronimo, Red Cloud, Powhatan, Tecumseh, Crazy Horse, or Sitting Bull?

V. Daily (formative) Student Assessment

A. Daily oral overview of the previous day’s lesson to determine retention of material.

B. Review of double entry journals to insure students are up to date and getting the important facts.

C. An in class quizzes to review retention after every two chapters we cover as a class.

D. An end of unit comprehensive test to determine the effectiveness of the lesson and retention of the material.

E. A group project to evaluate the social and organizational skills of the students in a group working environment.

F. Determine any possible weaknesses in the students oral presentation ability at the end of the group project using oral presentations to present their facts and opinions of their groups reading.

Determine the student’s ability to extract the important facts and issues from reading and oral material.

VI. Material Equipment and Resources

1. A copy of Dee Browns “Bury my heart at Wounded Knee for each student.
2. Several books for use in the classroom that expound upon key individuals and topics in the unit for use and borrowing by the students.
3. Documentary style non-fiction movies available to be loaned out to student for home viewing that cover key topics within the unit.
4. Students will be provided an area for group studies within the classroom and in the library if possible.
5. A DVD player will be available on the days we watch the documentary on “Trail of Tears”.

VII. There will be available audio CD’s on topic related material as well as large print books for the visually impaired. In the stock of books I will have available in the classroom there are various levels of reading and pictorial books on topic available to accommodate most educational specialties.

VII. Reflection and Revision

1. To be determined.

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